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| IEP/Student Modifications Noted in Classroom |

**Whole Group Math – Week of January 5, 2016**

**McHolland, Fluharty, Jett First Grade**

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| **Tuesday**  **January**  **5** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  Standards:  1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use pictures and drawings to show 0 less and 1 less and construct number sentences. |
| Vocabulary: unknown part, number bond, number sentence, counting on, subtract  Activities/Strategies:  Eureka Math- Topic I Lesson 33  Application Problem: Word problem to find the unknown part by using idea of taking away from the “whole”  Concept Development: Students will solve subtraction problems of taking away 0 and 1, writing a number bond and a subtraction sentence to show the unknown part.  Problem Set  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Wednesday**  **January**  **6** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  1.OA.5 Relate counting to addition and subtraction 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT use pictures and drawings to subtract and construct number sentences. |
| Vocabulary: unknown part, number bond, addend, subtract, difference  Activities/Strategies:  Eureka Math- Topic I Lesson 34  Application Problem: Word problem students will solve by finding the unknown part, writing a number sentence  Concept Development: Find the unknown part, show that a subtraction sentence can also be solved as a missing part of a number bond  Problem Set: Complete problems with a partner or alone  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
| **Thursday**  **January**  **7** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT relate subtraction facts involving fives and double to other compositions. |
| Vocabulary: unknown part, part, whole, subtract, difference  Activities/Strategies:  Eureka Math-Topic I Lesson 35  Application Problem: Students solve word problem by completing a number bond. As an extension they find multiple compositions of 17.  Concept Development: Students use manipulatives to practice quickly (in one movement) subtracting five from 6-10. Practice by removing 1 bead at a time. Which was is faster? Repeat using (9-5, 9-4, 7-5, and 7-2) Project 7-3, 8-4,and 9-2, Which subtraction expression is splitting up a double. How do you know? Practice visualizing the subtraction of a double using the following sequence (5-2, 8-3, 4-2), (7-4. 6-3, 10-4)  Problem Set: Complete problem set with a partner or alone\*\*  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts. |
| **Friday**  **January**  **8** | **Daily Activities**   * *Work Station* * *Individual w/Teacher* * *Peer Partners* * *Small Group* * *Large Group* * *Independent* | **12:45-1:05 & 2:15-3:15 Whole Group Activity**  1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction with 10. Use strategies such as counting on; making ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. | **Daily Assessment**   * *Multiple Choice* * *Open Response* * *On Demand* * *Anecdotal* * *Observation* * *Daily work* |
| **Learning Target:** SWBAT relate subtraction from 10 to corresponding decompositions. |
| Vocabulary: unknown part, part, part, whole, addend, subtract, difference, sum  Activities/Strategies:  Eureka Math-Topic I Lesson 36  Application Problem: Students complete a bridge problem to visually decompose 10 into double facts.  Concept Development: Students analyze a bracelet with some beads missing, are told how many beads there were originally, and solve to find the number of beads missing. Students create number sentence to represent problem. Students work in partners to decompose using (10-1, 10-9, 10-8, 10-2, 10-7. 10-3, etc)  Problem Set: Complete problem set with a partner or alone  Exit Ticket  \*Some students may be working in small guided groups to reinforce concepts |
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